## LORIS MIDDLE 5209 Highway 66 Loris, South Carolina 29569 6-8 Middle School GRADES ENROLLMENT 690 Students Scott Mercer PRINCIPAL SUPERINTENDENT Gerrita Postlewait BOARD CHAIR Will Garland THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 0 4 1 27 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

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#### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

#### DEFINITIONS OF DISTRICT RATING TERMS

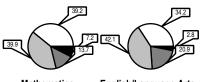
- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

# PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.1%

#### PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Our School



Middle Schools with Students like Ours



Mathematics

**English/Language Arts** 

**Mathematics** 

English/Language Arts

#### **Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded

expectations

F

Proficient Well prepared to work at next grade level; met expectations

Basic Met standards: minimally prepared, can go to next grade level

Belo

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP									
	Enrollment 1st		/ %	/	/ %	/	% Proficient and Advanced	Performance Objective	Participation Objective Mo.
9	sh/Langua	•					20.0		
All Students	685	98.8	33.4	42.1	21.0	3.5	32.3	Yes	Yes
Gender	0.40	00.0	00.0	00.0	40.0	0.5	00.0		
Male	348	98.9	38.6	39.2	19.8	2.5	26.9		
Female	337	98.8	28.1	45.0	22.4	4.5	38.0		
Racial/Ethnic Group White	326	99.4	10.0	42.0	20.5	5.6	47.5	Ves	Vac
wnite African-American	349	99.4	19.0 47.1	43.0 40.9	32.5 10.5	1.5	18.0	Yes	Yes Yes
Arrican-American Asian/Pacific Islander	N/A	98.6 N/A	47.1 N/A	40.9 N/A	10.5 N/A	1.5 N/A	18.0 N/A	Yes I/S	Yes I/S
	10	90.0	33.3	55.6	11.1	0.0	0.0	1/S	1/S
Hispanic American Indian/Alaskan	N/A	90.0 N/A	33.3 N/A	00.0 N/A	N/A	N/A	N/A	1/S	1/S
Disability Status	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	1/3	1/3
Not Disabled	513	99.8	25.7	45.1	25.5	3.7	38.9		
Disabled	172	95.9	57.8	32.5	7.1	2.6	11.7	Yes	Yes
Migrant Status	172	33.3	51.0	32.3	7.1	2.0	11.7	163	163
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	685	98.8	33.4	42.1	21.0	3.5	32.3		
English Proficiency		00.0	00.1		2.110	0.0	02.0		
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	680	99.0	33.3	42.0	21.2	3.5	32.4		
Socio-Economic Status								_	
Subsidized meals	557	98.7	39.3	43.1	15.1	2.5	24.5	Yes	Yes
Full-pay meals	128	99.2	9.5	38.1	45.2	7.1	64.3		

Mathematics - State Performance Objective = 15.5%									
All Students	685	98.5	38.1	40.3	13.7	7.9	30.7	Yes	Yes
Gender									
Male	348	98.6	42.1	38.1	12.4	7.4	28.2		
Female	337	98.5	34.0	42.6	15.1	8.3	33.3		
Racial/Ethnic Group									
White	326	99.1	25.3	44.1	17.4	13.2	43.1	Yes	Yes
African American	349	98.0	50.8	36.1	10.0	3.1	19.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	20.0	60.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	513	99.8	31.1	42.9	16.6	9.5	36.6		
Disabled	172	94.8	60.5	32.2	4.6	2.6	11.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	685	98.5	38.1	40.3	13.7	7.9	30.7		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	680	98.5	38.1	40.3	13.7	7.9	30.8		
Socio-Economic Status									
Subsidized meals	557	98.4	42.8	40.3	10.8	6.1	25.5	Yes	Yes
Full-pay meals	128	99.2	19.0	40.5	25.4	15.1	51.6		

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Loris Middle										
PACT PERFORMANCE BY GRADE LEVEL										
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	/		
		Englis	sh/Langua	age Arts						
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Crade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 6	235	100.0	28.1	47.0	19.8	5.1	24.9			
Grade 7	208	100.0	27.1	47.3	22.9	2.7	25.5			
Grade 8	201	100.0	38.0	42.5	16.8	2.8	19.6			
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 6	227	100.0	39.3	39.7	17.8	3.2	21.0			
Grade 7	234	99.6	28.6	48.2	20.5	2.7	23.2			
Grade 8	224	100.0	32.9	43.5	21.3	2.4	23.7			

Mathematics									
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	235	100.0	28.6	39.2	16.1	16.1	32.3		
Grade 7	208	100.0	38.8	31.9	14.9	14.4	29.3		
Grade 8	201	100.0	45.8	38.5	11.7	3.9	15.6		
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	227	100.0	30.6	44.7	16.4	8.2	24.7		
Grade 7	234	98.7	38.7	41.4	11.7	8.1	19.8		
Grade 8	224	99.5	45.6	38.3	11.2	4.9	16.0		

SCHOOL PROFILE				
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 690)				
Students enrolled in high school credit courses (grades 7 & 8)	41.5%	Down from 44.4%	8.7%	14.6%
Retention rate	2.7%	Down from 5.2%	4.5%	3.0%
Attendance rate	96.1%	Down from 96.3%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	16.3%		7.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	16.4%		7.8%	5.3%
Eligible for gifted and talented	13.7%	Down from 14.2%	9.8%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	24.2%	Up from 21.9%	14.9%	13.9%
Older than usual for grade	4.6%	Down from 5.9%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.1%	Down from 7.4%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees Continuing contract teachers	25.5% 72.5%	Up from 20.8% Down from 81.3%	47.8% 75.0%	48.7% 81.7%
Highly qualified teachers**	86.1%	N/A	88.2%	90.4%
Teachers with emergency or provisional certificates	9.1%		8.7%	5.3%
Teachers returning from previous year	87.5%	Up from 84.8%	81.6%	85.1%
Teacher attendance rate	94.6%	Down from 94.9%	94.4%	94.8%
Average teacher salary	\$39,543	Down 1.9%	\$39,838	\$40,566
Prof. development days/teacher School	20.4 days	Up from 16.5 days	11.4 days	11.0 days
	2.0	He from 4.0	2.0	2.2
Principal's years at school Student-teacher ratio in core subjects	2.0 22.9 to 1	Up from 1.0 Up from 22.8 to 1	3.0 20.7 to 1	3.3 21.3 to 1
Prime instructional time	90.2%	Down from 90.6%	88.7%	89.3%
Dollars spent per pupil*	\$6,898	Up 5.2%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	57.2%	Down from 61.8%	60.4%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.0%	Up from 94.6%	95.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program * Prior year audited financial data are reported.	Excellent	N/A	Good	Good
18-14		Our District		ate
Highly qualified teachers in low poverty		87.9%		.0%
Highly qualified teachers in high povert	y schools**	92.8%		.1%
10.11		State Objectiv		Objective
Highly qualified teachers in this school		65.0%		es
Student attendance in this school		95.3%		es
**NOTE: The verification process was not complete	d for the year rep	orted; therefore the count of h	nighly qualified teachers r	nay not be accu

<sup>\*\*</sup>NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We enjoyed and appreciated our first year in our new facility on Highway 66. We no longer had to fight with some of the hindrances inherent in the old building. The arrangement of the classrooms cut down on movement of students and having restrooms and computer labs on each hall were blessings. We particularly appreciated the media center, mobile laptop labs, the "I Can Learn" Pre-algebra and Algebra I lab, the science labs, gymnasium, and the exploratory rooms. The taxpayers of Horry County are to be commended for their commitment to providing outstanding facilities for the children.

Students at Loris Middle School were recognized for many accomplishments: Thirteen students were identified as South Carolina Junior Scholars. Six students were identified as Duke TIP Scholars. Our passage rate in Algebra I improved from 77.7% to 96.3% on the State End-Of-Course test. Eight students earned perfect scores, and twenty earned an "A." A 7th grader was one of two winners selected from Congressional District 1 for her Santee Cooper Environmental Essay. A 6th grader was the District's 1st place winner in the Horry County Soil and Water Conservation Essay Contest in his grade level, and a 7th grader finished third in the District at her grade level. Fifty-six 6th grade students fulfilled all requirements of the "Wright Flight" program and co-piloted an airplane as a result.

In addition to Spanish, the District provided a teacher to offer French for high school credit to 8th graders and as an exploratory to 6th and 7th graders. Eighteen students earned French credit, and 29 earned Spanish credit. In our second year, our orchestra doubled in size to 21 students. Nine students were selected for All-County Chorus and four for All-County Band.

Additionally, our High Performance Partnership with Santee Cooper and Loris Healthcare System was named the South Carolina "HPP of the Year" in the large business category. Our students and staff raised \$3,275 for leukemia in the "Pennies for Patients" campaign and \$4,000 in the telephone book recycling program. "Male Call," a program designed to help teach young men what it means to be men of integrity, provided an activity for our boys each month. The Myrtle Beach Daedalians provided the expertise, funding, pilots, and planes to support the "Wright Flight" program for our 6th graders. All teachers read "A Framework for Understanding Poverty" and participated in monthly "Closing the Gap" workshops led by Jackie Stanley. The addition of two "Read 180" computer-assisted classes and two small group reading intervention classes during the year should have assisted our children in their reading abilities.

We are still not where we want to be, though, in terms of student achievement. Our greatest concern is closing the achievement gap for our minority and special education students. We continue to seek your support as we strive to provide a strong education for your children. If ever you have a question or comment, do not hesitate to contact us.

Scott Mercer, Principal Chip Jacobs, School Improvement Council Chairman 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS								
	Teachers	Students*	Parents*					
Number of surveys returned	54	197	116					
Percent satisfied with learning environment	81.5%	80.5%	80.9%					
Percent satisfied with social and physical environment	88.7%	81.6%	70.3%					
Percent satisfied with home-school relations	61.5%	84.6%	71.4%					
*Only students at the highest middle school grade level at this school and their parents were included.								